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ABSTRACT

Historically Black Colleges and Universities (HBCUs) stand as important resources for the Network on Aging. Because of the HBCUs' unique relationship with the minority community, they can enhance the Network's ability to reach the under-served, older minority population. This Guide arose from recommendations for collaboration between the Network on Aging and HBCUs. The National Association of Area Agencies on Aging (NAAAA) reviewed suggestions made by directors of Area Agencies on Aging and faculty members of HBCUs, focusing on minority related policy recommendations developed in 1985. The resulting Guide targets State and Area Agency personnel to help them develop collaborative relationships with HBCUs. The Guide summarizes the functions of State and Area Agencies and also offers guidelines for joint ventures in each functional area. The second portion of the Guide matches the major areas of responsibility assumed by the State and Area Agencies along with the potential resources of the HBCUs available for agency needs. Not comprehensive in its treatment, the Guide should be used as a framework for developing relationships tailored to the needs of the community. Featured are examples of collaborative efforts between the Network on Aging and HBCUs. An appendix provides a directory of HBCUs. (RJM)

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NATIONAL ASSOCIATION OF
AREA AGENCIES ON AGING
"Reaching the Nation's Elderly"

ED 376 397

COLLABORATION WITH HISTORICALLY BLACK COLLEGES AND UNIVERSITIES: A GUIDE FOR THE NETWORK ON AGING

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September 1986

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COLLABORATION WITH HBCUS: A GUIDE FOR THE NETWORK ON AGING

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COLLABORATION WITH HBCUS: A GUIDE FOR THE NETWORK ON AGING

I. Introduction and Background

A. The Purpose of This Guide

This Guide is based upon recommendations for collaboration between the network on aging and the Historically Black Colleges and Universities (HBCUs). It was developed from suggestions solicited from directors of Area Agencies on Aging and from faculty members of HBCUs. The National Association of Area Agencies on Aging (NAAAA), reviewed these suggestions in the context of minority related policy recommendations developed at the Administration on Aging regional conferences held in the spring of 1985. The resulting Guide is designed to assist State and Area Agency personnel to develop collaborative relationships with HBCUs.

The Guide summarizes the functions of State and Area Agencies and offers guidelines for joint ventures in each functional area. In addition, "Best Practice Examples and Ideas" provide the reader with specific examples of collaborative efforts between the network on aging and HBCUs.

NAAAA is committed to the strengthening of joint ventures between the aging network and HBCUs. It is hoped that this document will provide a framework with which to begin or expand a mutually beneficial working relationship.

B. Summary of HBCU Initiative

This Guide is a result of a project funded by the Administration on Aging (AoA) entitled: "Strengthening Collaboration Between the Aging Network and the Minority Community Emphasizing HBCUs." The major goal of the project is to strengthen communication and working relationships between the aging network and the HBCUs. The initiative demonstrates effective methods of knowledge transfer between the network and minority academic institutions representing aging interests. Specific goals to be reached through project implementation include:

1. Improvement of communication and working relationships between HBCUs and the aging network.
2. Improvement of employment opportunities in the network for minority students and graduates of HBCUs.
3. The dissemination and utilization of project findings to State and Area Agencies, minority service provider networks, HBCUs, and other aging network organizations.

The major products and results stemming from these objectives are:

a. The HBCU Faculty Development Institute on Aging. The Institute was conducted by representatives from the NAAAA, National Association of State Units on Aging (NASUA), and Area Agencies on Aging on February 11-13, 1986 in Atlanta, Georgia. The Institute served to enhance the capabilities of gerontology faculty at selected HBCUs to work with the network on aging and to serve as a technical resource to the aging network

b. A Placement Guide to Employment Opportunities in the Aging Network. Developed and disseminated to all HBCUs in an effort to clarify career opportunities in the field of aging and encourage the placement of qualified minority professionals in the network.

b. This Guide to collaboration with HBCUs.

C. The National Network on Aging

The National Network on Aging is a comprehensive system of organizations and individuals working together to improve the lives of older persons. The Older Americans Act, signed into law by President Lyndon B. Johnson in 1965, established the Administration on Aging and assured the nation's commitment to the health, economic, and social well being of America's elderly.

The network has since evolved into a set of complex state and local political and administrative structures with major responsibilities in the areas of advocacy for the aged; pooling and coordinating funds beyond those granted by the federal government under the Older Americans Act; and developing community-based service delivery systems.

The administrative core of the network on aging includes the Administration on Aging and ten AoA regional offices at the federal level, 57 State Units on Aging, and 660 Area Agencies on Aging at the local level. Each level of this network has different roles and responsibilities which directly or indirectly impact on the delivery of services to the older population.

Since the network was first established, Area Agencies have been developing linkages with public and private sector organizations that have an

interest in enhancing independence and community support for the elderly. Increasingly, the network is becoming involved in programs, model projects, and for-profit ventures that join them with other non-profit organizations, businesses, and educational institutions.

Commissioner on Aging Carol Fraser Fisk has recently reinforced the importance of "system building" to our network. Although many of the State and Area Agencies have not only survived, but flourished through system building over the past ten years, there are numerous other possibilities for cultivating productive linkages. The network of Historically Black Colleges and Universities is considered to be one component of our "ideal system".

D. Responding to AoA Goals

In 1981, President Reagan issued an Executive Order directing Federal Agencies to implement policies and programs designed to achieve "significant increases in the participation of Historically Black Colleges and Universities in federally sponsored programs." In 1982, the Administration on Aging reaffirmed their commitment to help strengthen HBCUs and has continued to encourage the continuation and the growth of gerontology education and training programs at HBCUs through grant awards and by supporting the establishment of a consortium of HBCU gerontology programs: The Association for Gerontology and Human Development (AGHD).

The network on aging has long been aware of the low participation rate of minorities in federally funded programs and services for the elderly. The minority older population—Blacks, Hispanics, Asian-Americans—is one of the fastest growing segments of the elderly population. Black elderly, particularly, experience a greater frequency of illness and are less financially secure than their non-minority counterparts. They have a greater

need for the services of professionals trained in gerontology to respond to the economic, social, and health problems they encounter. HBCUs have traditionally trained a high proportion of these Black professionals.

The implementation of the current project facilitates linkages between the aging and the HBCU networks and supports the AoA objective to increase participation of HBCUs in programs of the National Network on Aging. The benefit, ultimately, will be to the older minority population participating in federally funded Title III programs and services.

E. The Role of HBCUs in Relation to Network on Aging

The Historically Black Colleges and Universities (HBCU) network has, more and more in recent years, been involved in the establishment of gerontology programs and courses in aging and related fields. Since the Executive Order in 1981, HBCUs have been increasingly integrated into the aging network. The HBCUs play a critical role in preparing future professionals to enter the field of aging, not only in the areas of planning, administration, and direct service to the elderly, but also in legislative and policy making positions. In addition to students, HBCU professors and administrators in various professional disciplines, provide local and national expertise on minority community involvement.

The combined factors of an increasing older minority population and growing numbers of HBCU graduates and alumni entering into legal and political arenas could have great impact upon future policy directions concerning minority targeting issues. Several examples of successful collaboration strongly suggest that the network on aging will benefit by strengthening relationships with HBCUs and the minority community. Such collaboration should further encourage the development of creative and productive

partnerships and provide important support to the network in their role as advocates.

F. Guide Format

Section II of the Guide matches the major areas of responsibility assumed by the State and Area Agencies with the potential resources of the HBCU that could be used to meet agency needs. The Guide is not meant to be exhaustive, but should be used as a framework for developing relationships tailored to the needs of the community.

The functional areas of State and Area Agencies imply many similar responsibilities and activities at the state and local levels respectively. These functions: Administration and Monitoring, Service Systems Development, Services Development, Advocacy, Planning and Coordination, are defined in general terms. Figures I-V are used to illustrate the concept of "matching" needs and resources.

It should be noted that the responsibilities and activities of State and Area Agencies may overlap. As an example, service systems development and planning often involve the same staff persons. It should be noted however, that the scope of the planning and development differ, between the state and local levels. Area Agencies are concerned with their local Planning and Service Area (PSA) and State Units deal with the development of state-wide service systems. There are also variations among states, although all agencies have the same federal mandates.

The resources of the HBCU also cut across functional areas. In categorizing the matching resources, therefore, determinations were made as to the most appropriate area for linkages to occur. HBCU research skills, for example, may be applied to any activity of planning and program development.

State and Area Agencies should, of course, make their own determinations based on individual agency needs and available resources, using the suggestions offered here as a springboard for collaboration. Specific examples in the "Best Practice" sections, will help to clarify successful matches. These Best Practice examples or ideas were submitted to NAAAA by the State and Area Agencies as referenced. The agencies can be contacted for detailed information.

Each of the functional areas listed above requires a complementary, though in some cases, different expertise and approach. As mentioned earlier, though many tasks overlap, the diverse functions of an agency often require a variety of resources in order to manage the numerous responsibilities. Because the placement of a student intern might respond to a wide range of needs, particularly in a small agency, this important "human resource" is recognized a number of times in the section that follows, as well as in a separate section (II-C) entitled "Student Intern Placement".

The Appendix section includes a listing of all HBCUs with the appropriate contact person in gerontology, social sciences, health, or related discipline. Although not all HBCUs have established gerontology programs, a State Unit or Area Agency can still benefit from collaborations involving intern placements, research studies, or program development. In addition to the mutual benefits derived from such ventures, internship placement may inspire new career options for students who were previously unfamiliar with the field of aging, and stimulate the development of gerontology programs at HBCUs that do not currently have such a program.

II. Guidelines For Collaboration

A. How To Begin

The first step towards collaboration is to facilitate dialogue between the State or Area Agency and HBCU representatives. Contacting the chairperson of the Gerontology program to arrange a meeting is encouraged. Common goals, as well as short term objectives, should be identified in the first meetings. Both the aging network and the minority academic institutions must agree on the overriding priority: The need to increase participation in, and access to, Title III programs and services to the most economically and socially needy. That priority is a starting point for discussions that can bring together the ideas of the researchers, the academicians, the administrators, the planners, and the advocates.

There are numerous avenues for collaborative efforts with the academic community. The suggestions given here are guidelines, allowing for flexibility contingent upon agency needs and available HBCU resources. The most important consideration is open and continued communication throughout the process so that a "two-way" creative relationship is established. If the work, the effort, and the expertise are shared, then the benefits will be realized not only by the HBCUs and the network on aging, but, most importantly, by the elderly minority community.

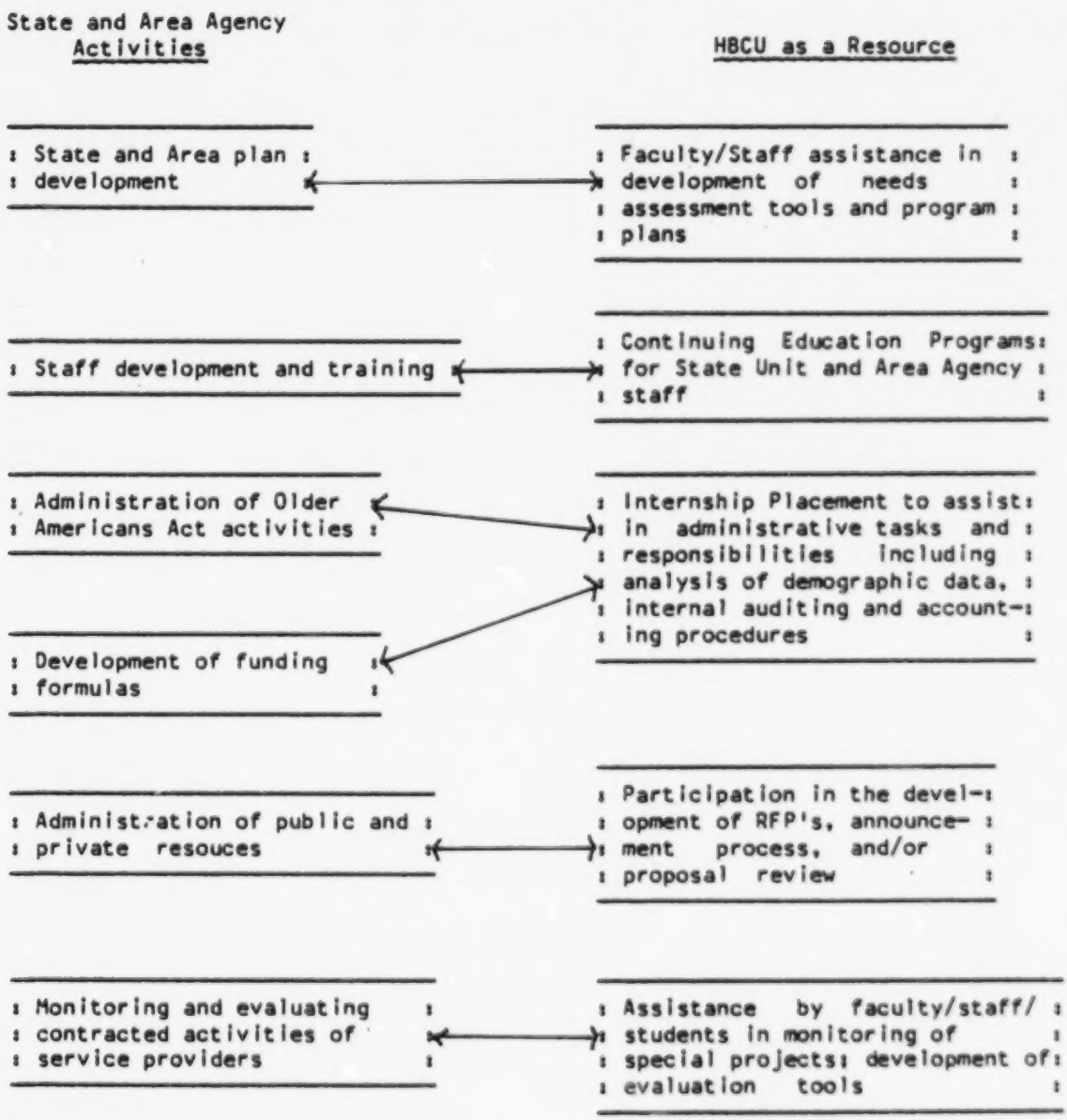
B. Matching Activities to Resources

The five functional areas of State and Area Agencies that are described in this section are:

- o Administration and Monitoring (Figure I)
- o Service Systems Development (Figure II)
- o Services Development (Figure III)
- o Advocacy (Figure IV)
- o Planning and Coordination (Figure V)

Figure 1

ADMINISTRATION AND MONITORING


State and Area Agency Activities
HBCU as a Resource
State and Area plan development
Faculty/Staff assistance in development of needs assessment tools and program plans
Staff development and training
Continuing Education Programs for State Unit and Area Agency staff
Administration of Older Americans Act activities
Internship Placement to assist in administrative tasks and responsibilities including analysis of demographic data, internal auditing and accounting procedures
Development of funding formulas
Administration of public and private resouces
Participation in the development of RFP's, announcement process, and/or proposal review
Monitoring and evaluating contracted activities of service providers
Assistance by faculty/staff/ students in monitoring of special projects; development of evaluation tools

1. Administration and Monitoring

a. State and Area Agency Activities

The first and perhaps most complicated responsibility of State Units and Area Agencies on Aging, is to assure the proper and efficient administration of state and local activities related to the Older Americans Act. First, the State Unit must divide the state into Planning and Service Areas (PSAs). Within each PSA, the state also designates a public or private non-profit agency to serve as the Area Agency on Aging.

Both State Units and Area Agencies have the responsibility of developing multi-year plans and annual updates which encompass programmatic and financial commitments that the agency will administer, coordinate, or supervise during the stated period. These plans must include an assessment of current needs of the population aged 60 and older and identify existing and potential resources to meet those needs.

State Units are responsible for developing and using intrastate funding formulas for assuring that a minimum base of Title III funding will be dispensed to each Area Agency.

Area Agencies on Aging enter into contracts for Title III services. The public and private sector resources administered by the Area Agencies are generally awarded through the Request for Proposal (RFP) process. Area Agencies are also responsible for monitoring the contractual obligations and activities of all service providers funded by the Area Agency.

b. Matching Resources of HBCU

Students and faculty from HBCUs can apply their skills towards research, data collection, accounting, and writing projects to assist in various tasks. HBCU students and faculty have been instrumental in helping to develop state

and area plans, RFPs, methods of contract monitoring, internal auditing and and record keeping. HBCUs can also collaborate with State and Area Agencies on new research studies and demonstration projects. They can research funding sources and help secure that funding through proposal writing.

Work may be done with HBCU faculty and staff to develop workshops, training sessions, and seminars for State Unit, Area Agency, and service provider staff in management skills, computer applications, software development, data collection procedures, accounting procedures, and prevalent cultural and racial barriers which exist in service delivery systems. HBCUs may also assist potential minority service providers writing proposals and teaching proposal development skills.

c. Best Practice Examples and Ideas

(1) Invitation to HBCU staff and students to participate in proposal review and the monitoring of special projects as part of a research or practicum situation. (Los Angeles Area Agency)

(2) Conduct state-wide needs assessments through the HBCU. (Lowcountry Area Agency, Yemassee, S.C.)

Figure 11

SERVICE SYSTEMS DEVELOPMENT

State and Area Agency Activities		HBCU as a Resource
Conducting needs and resources assessments	⟷	Student/Faculty/Staff as consultants in developing and administering needs and resources assessment survey
Development of comprehensive, coordinated health and social service systems to include: Access; Community-based; In-home; and Institutional services	⟷	Coordination with service providers for internship placement where needs are greatest; e.g. transportation systems, day care facilities, in-home services
Strengthening community involvement and awareness in needs of institutionalized elderly	⟷	Raising public awareness through: university public relations staff; offering use of facilities for public meetings, and media equipment to enhance community exposure

2. Service Systems Development

a. State and Area Agency Activities

State Units and Area Agencies on Aging support the development of comprehensive and coordinated systems of social and health-related services for older persons throughout the state, with a current emphasis on community based long term care systems. Service systems have evolved into the following four categories of service:

- o Access: Transportation; outreach, etc.
- o Community-based: Congregate meals; senior centers, etc.
- o In-Home: Home repair; home delivered meals; chore, etc.
- o Institutional: Discharge planning; nursing home care, etc.

b. Matching Resources of HBCU

Full consideration of the HBCU as a part of the aging services system means their inclusion on the network's state and area-wide mailing lists for information concerning public hearings; employment opportunities; procurement processes; conferences and regional meetings.

Graduate and student intern placement would expand the resources in each service category, contingent upon agency needs and student interest. A range of possibilities include: Client intake at facilities with a high minority attendance; assistance with case reporting and client follow-up; placement at adult day care facilities, senior centers, and nutrition sites with high minority participation.

State Units and Area Agencies can solicit student and faculty involvement when developing proposals addressing the expansion of services to complete the continuum of community care. They can also include the HBCU in the RFP and bidding process, if approached as collaborators rather them competitors for funds.

Meetings may be arranged with university officials to explore options for using classrooms, auditoriums, etc., for training sessions, advisory council meetings, and senior citizen activities.

c. Best Practice Examples and Ideas

The following four conferences and institutes are "Best Practice" ideas of joint efforts put forth by the network to exchange ideas, plan for future partnerships, and become an integrated part of the same system.

(1) HBCU Faculty Development Institute; February 11-13, 1986, Atlanta. Sponsored by NAAAA and NASUA.

(2) Livingstone College Annual Conference on Gerontology Training, jointly sponsored with Area Agencies on Aging in South Carolina.

(3) "Building Bridges"; Sponsored by Atlanta University, Feb. 1986, for State Units on Aging, Region IV.

(4) "Bridging the Gap"; Region V conference, December, 1985.

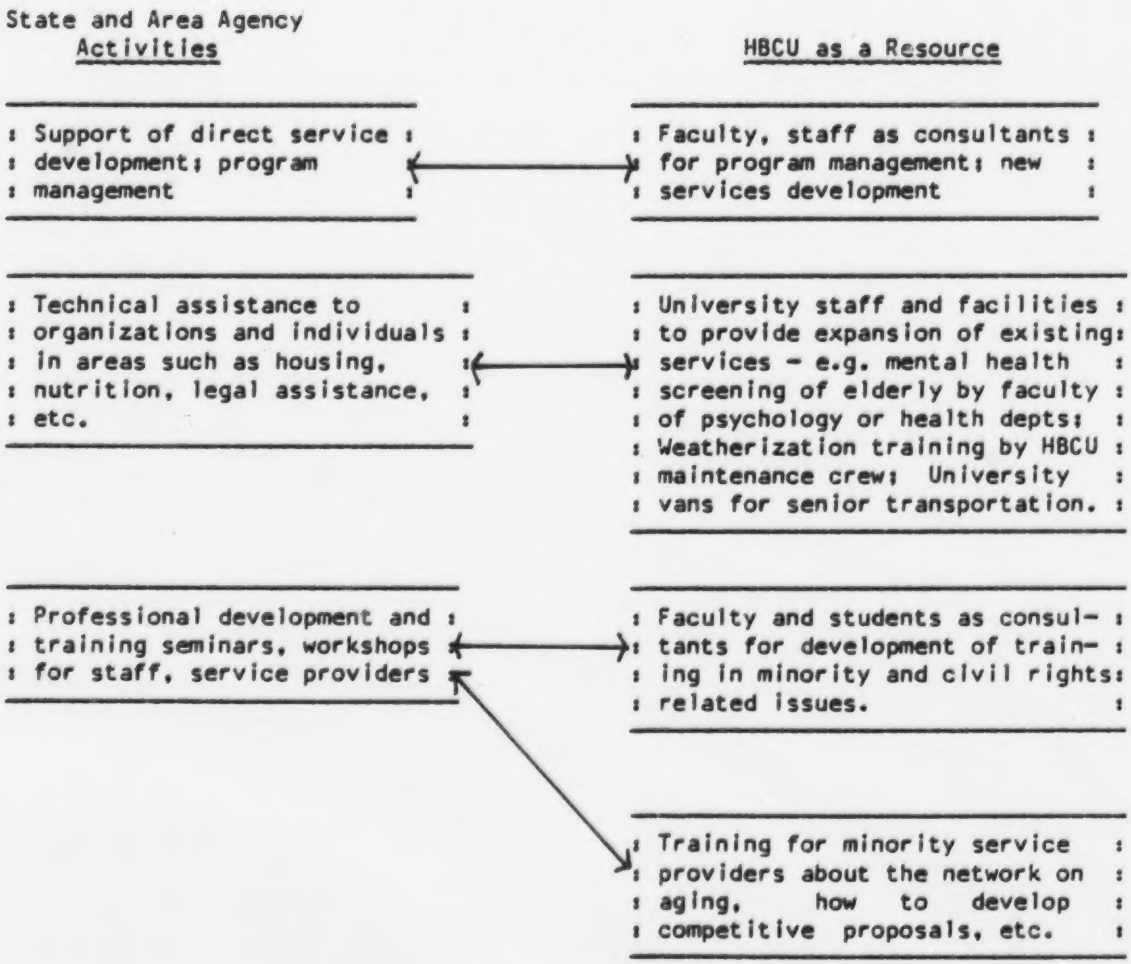
(5) Designation of a State or Area Agency staff liaison to work with an HBCU representative to recruit, coordinate, plan, and develop collaborative activities in an effort to more effectively serve the state's minority elderly and more efficiently utilize the funds appropriated for such activities.
(Pee Dee Regional Area Agency on Aging, South Carolina)

(6) Network coordination with Black churches that financially support the HBCUs and predominantly Black colleges within South Carolina.
(Pee Dee Regional Area Agency on Aging, South Carolina)

(7) Creation of a special scholarship fund, in conjunction with HBCUs, to assist or sponsor minority students' participation at major gerontological conferences. (Los Angeles Area Agency; Region III West Virginia Area Agency)

Figure III

SERVICES DEVELOPMENT


State and Area Agency Activities
HBCU as a Resource
Support of direct service development; program management
Faculty, staff as consultants for program management; new services development
Technical assistance to organizations and individuals in areas such as housing, nutrition, legal assistance, etc.
University staff and facilities to provide expansion of existing services - e.g. mental health screening of elderly by faculty of psychology or health depts; Weatherization training by HBCU maintenance crew; University vans for senior transportation.
Professional development and training seminars, workshops for staff, service providers
Faculty and students as consultants for development of training in minority and civil rights related issues.
Training for minority service providers about the network on aging, how to develop competitive proposals, etc.

3. Services Development

a. State and Area Agency Activities

State Units on Aging determine statewide priorities and plan for service fund distribution based on the surveys and studies of the older population and on priorities established in the area plans. Area Agencies support direct service development through the allocation of Title III funds and in the provision of technical assistance and training.

Services development include other responsibilities such as: Technical assistance to requesting organizations and individuals in areas such as housing, nutrition, etc.; monitoring and evaluation of Area Agencies (by the State Units) and service providers (by the Area Agencies) and; professional development and training for State and Area Agency staff and service providers.

b. Matching Resources of HBCU

Faculty and staff from various academic departments, including gerontology, urban planning, health, psychology, or sociology, may be available as professional consultants for program management and new services development. Find out, for example, if HBCU maintenance staff would be available to offer weatherization or home repair training to Area Agencies, service providers, or volunteers who are involved in home weatherization programs.

Academic libraries may be an untapped resource for State and Area Agencies, and contractors, in the provision of reference materials, technical reports, scholarly research studies, and various sources of information relating to aging and minority issues and studies addressing minority program development and management.

The State Units, Area Agencies, or service provider agencies might explore the possibilities of "sharing" facilities, particularly between semesters or during the summers. Auditoriums, health centers, and athletic facilities, such as swimming pools and gymnasiums, could "double" for health screenings, meetings, and senior citizen activities. If the university operates a shuttle bus or van service, check the possibility of "piggybacking" senior citizen transportation services to student services. Discuss the possibilities of having the campus host an Elderhostel program for two to four weeks during the summer.

Student placement can cover a wide range of activities and programs, particularly in the service provider organizations. Students who have an interest in direct service careers may arrange for an internship placement opportunity through the Area Agency or service provider agencies. A few of the diverse placement opportunities that might be available for the gerontology student include:

(1) Outreach workers: Students identify hard to reach, isolated, or homebound older persons through publicizing community activities; telephone calls; friendly visits; visits to community senior centers, etc., to inquire about homebound friends or relatives of participants.

(2) Senior centers and adult day care facilities: Developing recreational and group activities to promote the health and well being of older minority persons.

(3) Home care placement: To assist in escort, home care, shopping tasks, home health services.

(4) Assisting health professionals: Development and dissemination of

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information regarding nutrition and dietary requirements. Nutrition education may utilize individual or group methods such as personal dietary counseling, group presentations, etc.

c. Best Practice Examples and Ideas

(1) Sponsorship of "Stress Management" workshops by HBCUs, particularly those in urban areas, such as Howard University in Washington, D.C., as it relates to the Black elderly on both ends of the spectrum: mid-to-high level employees and the low-income or poverty level elderly. Suggested participants may include faculty from Departments of Psychology; Nutrition; Health and Exercise Physiology; and Medicine. (North West Ohio Area Agency)

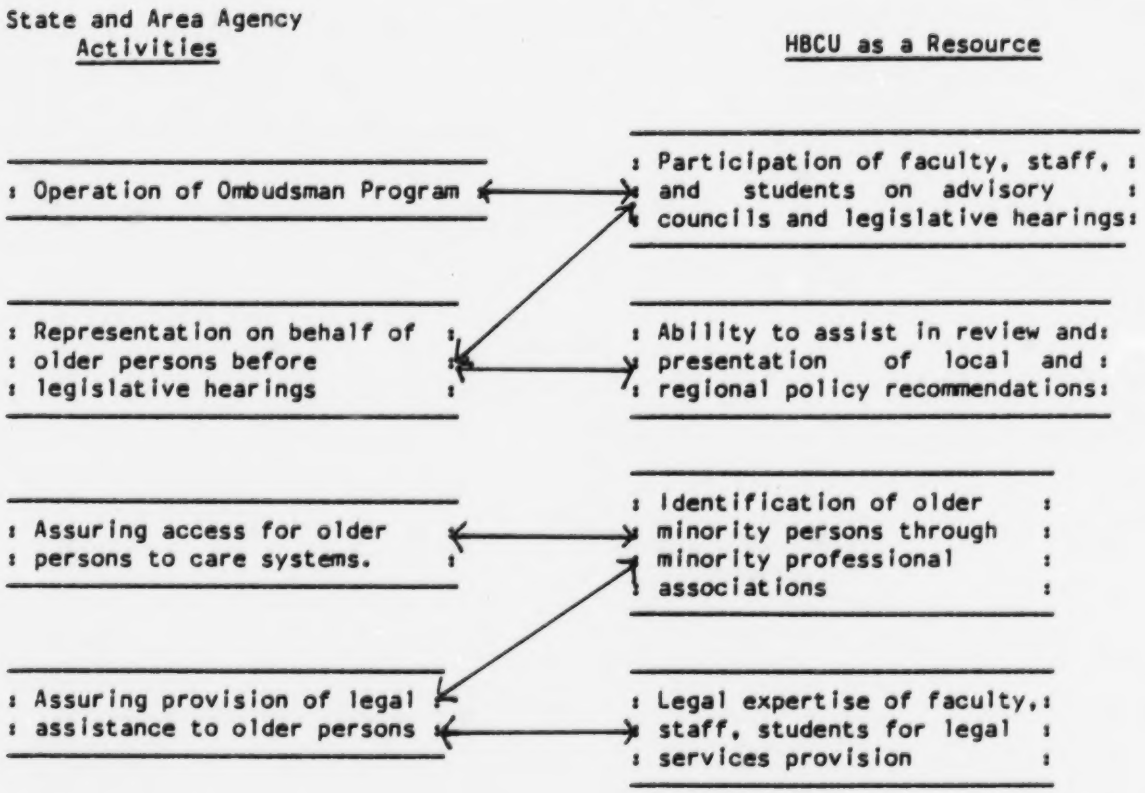
(2) Collaboration on services available regionally through the combined HBCU and aging networks; dissemination of such information to promote HBCUs as available resources to the network and to the community. (Region II, Michigan Area Agency)

(3) Field placement in aging services for gerontology and nutrition students. (Atlanta Area Agency on Aging)

(4) Area Agency staff serve as advisory board members, and to assist in recruitment of workshop participants for workshop in health care training in gerontology at HBCU.
(Atlanta Area Agency on Aging)

Figure IV

ADVOCACY


State and Area Agency Activities
HBCU as a Resource
Operation of Ombudsman Program
Participation of faculty, staff, and students on advisory councils and legislative hearings
Representation on behalf of older persons before legislative hearings
Ability to assist in review and presentation of local and regional policy recommendations
Assuring access for older persons to care systems.
Identification of older minority persons through minority professional associations
Assuring provision of legal assistance to older persons
Legal expertise of faculty, staff, students for legal services provision

4. Advocacy

a. State and Area Agency Activities

State Units and Area Agencies work both directly and indirectly to bring about policy and social changes on behalf of older persons. Major advocacy responsibilities include:

(1) Operation of the ombudsman program to investigate and resolve complaints of older people residing in long-term care facilities.

(2) Representation on behalf of older persons before state and local legislative hearings.

(3) Information sharing in the aging network concerning policy issues.

(4) Assuring access for older persons to comprehensive systems of care in the community.

(5) Assuring the provision of legal assistance to the elderly community.

b. Matching Resources of HBCU

Law Schools can be a major resource to State Units and Area Agencies. The legal expertise of faculty, staff, and graduate students could prove to be invaluable in both the provision of legal assistance to the elderly, and in legislative advocacy on behalf of older persons.

Request that HBCU students and staff participate in advisory councils, and before legislative hearings. They can assist in the review and presentation of local or state-wide policy recommendations and may be able to provide a new perspective to recommendations. If the College or University has a Journalism or Radio & Television Department, explore the possibilities of using the media facilities to encourage community support or publicize programs, services, or public hearings, relating to older adults.

In addition to the assistance of the faculty and current student body, the alumni of HBCUs who are members of minority professional associations, such as physicians, attorneys, etc., may be able to provide increased access to the older minority community through their local community involvement.

c. Best Practice Examples and Ideas

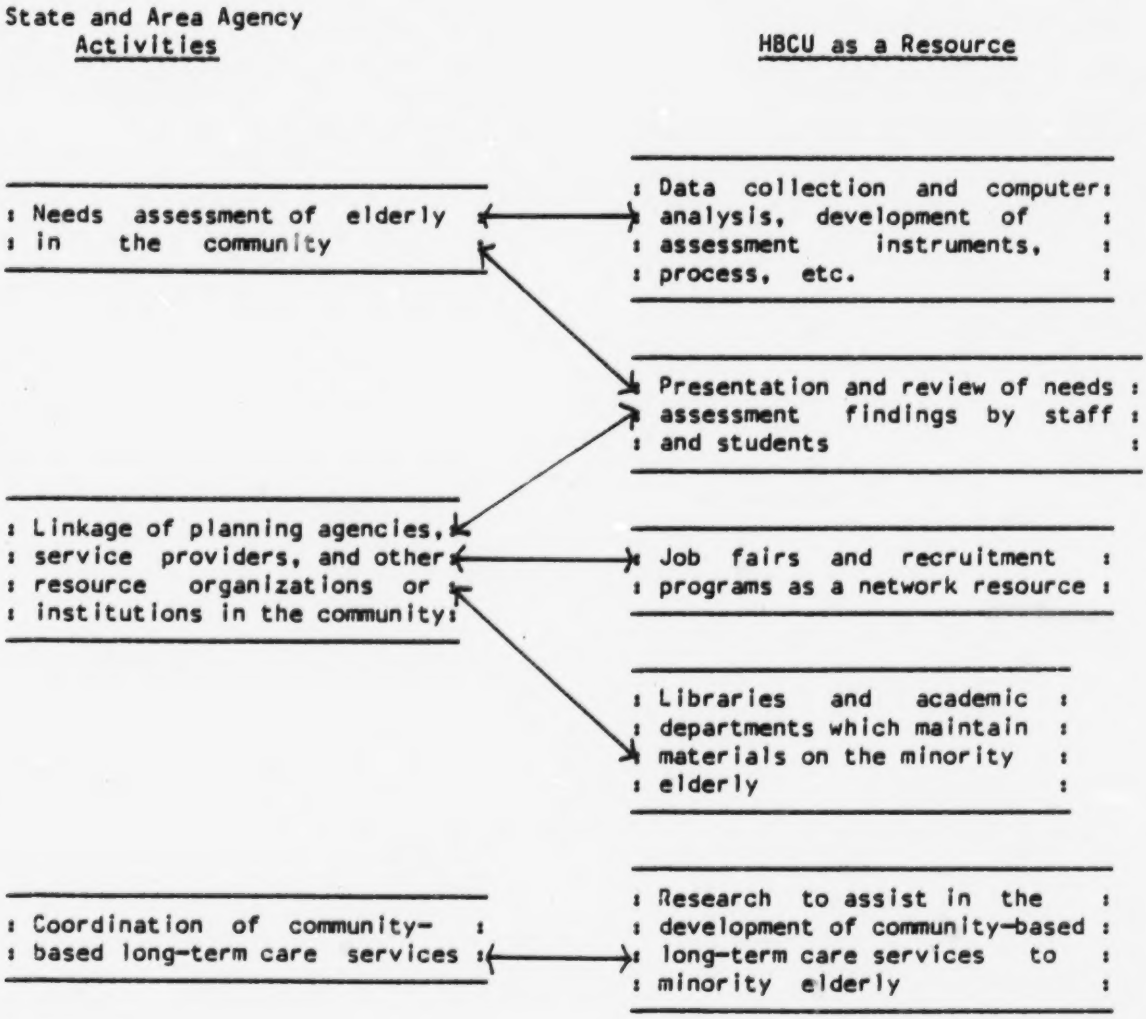
(1) Texas Southern University representative serves as a member of Silver Haired Legislature Steering Committee of Houston-Harris Area Agency.

(2) Houston-Harris Area Agency has accepted student interns from Texas Southern University School of Public Affairs for seven years.

(3) Texas Southern University School of Law is the Area Agency's Legal Assistance service provider.

Figure V

PLANNING AND COORDINATION


State and Area Agency Activities
HBCU as a Resource
Needs assessment of elderly in the community
Data collection and computer analysis, development of assessment instruments, process, etc.
Presentation and review of needs assessment findings by staff and students
Linkage of planning agencies, service providers, and other resource organizations or institutions in the community
Job fairs and recruitment programs as a network resource
Libraries and academic departments which maintain materials on the minority elderly
Coordination of community-based long-term care services
Research to assist in the development of community-based long-term care services to minority elderly

5. Planning and Coordination

a. State and Area Agency Activities

Planning and coordination is primarily an Area Agency activity that involves the assessment of needs and potential resources in a community and the development of strategies to facilitate and improve existing service systems in meeting identified needs. The planning process includes the development of the multi-year area plan. The Area Agency and its Advisory Council determine, within the parameters of the Older Americans Act, and in response to identified needs, which services are to be funded.

The coordination efforts of the Area Agency is a critical function which involves the linkage of local planners, service providers, elected officials and community leaders. in order to eliminate duplication or gaps in services. Area Agency planners are consistently involved in the development of new strategies to facilitate and improve existing service systems with a current emphasis on case management as a tool in the coordination of community based long term care services designed to retain individuals in their homes.

b. Matching Resources of HBCU

Similar to the concept of service systems development, planning and coordination focuses on the full and efficient utilization of available resources in the community in order to meet the needs of the older population. Students or faculty, can assist in data collection and analysis of existing needs and services. Students and faculty can also collaborate on program evaluations and recommendations to increase minority participation in programs and services.

State and Area Agencies should find out if local HBCUs hold Job Fairs and student recruitment campaigns. If they get involved with the planning

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process, they can use the opportunity to create interest and awareness about opportunities for placement and employment in the network on aging. Workshop and seminar opportunities about issues in aging can be co-sponsored by the HBCU and the State or Area Agency. The State and Area Agency staff can make presentations to college and university classes about the network on aging in general, and/or specifically relating to targeting programs and services to the elderly minority community.

c. Best Practice Examples and Ideas

(1) Coordination with HBCUs nationally for sponsorship on workshops relating to Black and Hispanic elderly. Topics should include: Stress, cultural barriers to service provision, current data, new findings, etc.

(2) Utilize Area Agency Information and Referral files on private-sector aging services as a resource for information on job opportunities for internship programs. (Los Angeles City Area Agency)

(3) State and Area Agencies to assist HBCUs in gerontology course and curriculum development.

(4) Special contract with HBCU professor to conduct research project for Area Agency. (Atlanta Area Agency on Aging)

(5) Area Agency and HBCU coordinate planning of workshop for church leaders in the community to encourage church involvement with the network on aging. (Atlanta Area Agency on Aging)

C. Student Intern Placement

The suggestions put forth in the preceding section have highlighted situations where State and Area Agencies can facilitate linkages with HBCUs to make the most effective match for both. Placement of interns or graduates is recommended as a major resource for the network on aging, at the same time providing gerontology students with crucial on-the-job experience. Since student placement may be considered one of the most frequent and one of the most beneficial forms of collaboration between the two networks, we would like to address that particular issue in greater detail.

Placement of a college or university student requires commitment from the agency as well as from the student. A structured work environment, a thorough orientation, and direct supervision is required, especially in the beginning stages of the placement. Although there might be many projects or departments that are short staffed, the students should be assigned a work load and responsibilities that are well defined, product oriented, and within their capabilities. Depending on the size of the agency staff, budgetary factors (if a paid internship is involved), and the type of projects involved, the agency director should make the decisions as to the number of students to be recruited, the number of hours to be allotted, and the projects to be assigned. The director should then make responsible supervisory staff aware of the special attention which the intern will need, particularly during the orientation period.

In addition to the generic work of the agency, minority students can be particularly valuable in addressing some of the barriers affecting service delivery to the minority elderly. Some of these barriers include:

- o Language and cultural differences
- o Program or staff insensitivity to minorities
- o Ineffective or inadequate outreach to minorities
- o Insufficient minority staff

Agencies in the network on aging that have an interest in placing a student intern or graduate are encouraged to submit job and/or internship announcements for publication in the NAAAA newsletter, Network News. In addition to position announcements, the Network News will carry articles about HBCU internship programs at those agencies providing NAAAA with the pertinent information.

The following table describes the benefits of student placement to the agency, the older population, and to the student.

Benefits of Student Placement *

To the Agency

- o Allows for increased staff at minimal cost.
- o Provides bilingual/bicultural personnel.
- o Acquaints and sensitizes other staff to minority cultures.
- o Stimulates the analysis of programs by introducing new outlooks.
- o Introduces new workers to the aging network, creating the potential for increasing the number of minority professionals in the field.

To the Elderly

- o Increases accessibility of services for minority elderly by allowing them to interact with people who speak their language and understand their culture.
- o Stimulates the older person by allowing them to interact with young people in an intergenerational situation.

To the Student

- o Introduces student to programs and services for the elderly in the public and private sector.
- o Provides them with invaluable practical work experience and the opportunity to acquire marketable skills.
- o Sensitizes student to needs and concerns of the elderly.
- o Provides college credit and, in some cases, a stipend.

* Source: Enhancing Services to Minority Elderly. New York City Department for the Aging, October, 1985.

III. Conclusion

Historically Black Colleges and Universities are an important resource for the network on aging. They should be a component of the coordinated and comprehensive service system that is made up of a multitude of organizations, institutions, and individuals working towards the enhancement of life for older persons.

HBCUs hold a unique place in our society and our educational system. They award over forty percent (40%) of all degrees earned by Black students. HBCUs have a long history of community involvement in the provision of services, either directly or indirectly. Their involvement in the aging network can potentially span a wide range of fields, with resources that can vary from continuing education to research, consulting, and advisory council participation.

Because of the unique relationship that the HBCU holds with the minority community, they are in a position to enhance the network's ability to reach the underserved older minority population. Minority professionals entering the field of aging will have the opportunity and the challenge to impact the planning and provision of services and the policy direction of future state and local legislation.

State and Area Agencies and service provider organizations can benefit a great deal from the untapped resources and skills of the HBCU network. State Units on Aging and Area Agencies on Aging can be catalysts in forging new relationships with HBCUs and expanding the scope of existing ones. The leadership and the collaborative efforts put forth by State Units and Area Agencies can encourage creative ideas and foster the development of new

ventures designed to increase the participation of older minority adults in Title III programs and services.

A number of State Units on Aging have made a conscious effort to initiate joint activities. These plans are summarized in a document entitled "State Action Plans for Building Bridges" which is available from the Administration on Aging. The document is a compilation of the proceedings of the AoA Region IV Conference "Building Bridges Between the HBCUs and State Units on Aging" held in Atlanta in December, 1986.

The most important step that a State Unit or Area Agency Director can take is to initiate a dialog with the HBCU in their area, State, or region. Developing a strong coalition can occur only after an understanding is reached about one another's roles, responsibilities, and needs. From that point, one can begin to find ways to share information as well as resources, beginning with some of the suggestions given in this document.

APPENDIX

LISTING OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

LIST OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

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